The following abbreviations are used: 7an., January; Apr., April; Oct., October; E, Editorial; PH, Practice Highlights.

SUBJECT AND TITLE INDEX

Adolescents

depression, July 147-158 early college high schools, July 131-134 gay, lesbian, and bisexual, Oct. 225-239 as mediators, July 161-171 out-of-home care, Apr. 69-86 poverty and school performance, Jan. 5-17 social support, Apr. 67-68 student-to-student harassment, July 173-185

Aggressive students

as mediators, July 161-171 social skills intervention, July 135-146 Are the Educational Needs of Children in Foster Care Being Addressed?, by Andrea Zetlin, Lois Weinberg, and Christina Kimm, Apr. 105-119

At the Interface: Lesbian-Parent Families and Their Children's Schools, by Lucy R. Mercier and Rena D. Harold, Jan. 35-49

Attention deficit hyperactivity disorder (ADHD)

family approaches, Jan. 19-34

Behavioral disorders

intervention practices, Apr. 97-104

Behavioral treatment

attention deficit hyperactivity disorder, Jan. 19-34

Bisexual students

perceptions of school environment, Oct. 225-239

Bullying

social skills intervention, July 135-146 students as mediators, July 161-171

Changing Times (E), by Wilma Peebles-Wilkins, Jan. 3-4

Child abuse

foster care, Apr. 105-119

Children. See also Adolescents

family-school partnerships, Oct. 241-251 mental health needs, Oct. 197-209 social skills intervention, July 135-146 social support, Apr. 67-68

Cognitive-behavioral curriculum adolescents with depression, July 147-158

Collaboration

collaborative intervention context model, Oct. 195-196 family-school, Oct. 241-251 meeting mental health needs, Oct. 197-

university-public school violence prevention program, Apr. 121-127 Collaborative Interventions (E), by Wilma Peebles-Wilkins, Oct. 195-196

Community building

enhancing well-being of children, Oct. 241-251

Community support programs

custodial grandparents, Apr. 87-95

Conflict resolution

students as mediators, July 161-171

Conservatives

challenges to public education, Jan. 49-62

Curriculum cognitive-behavioral, July 147-158

Custodial grandparents community support programs, Apr. 87-95 Custodial Grandparents Community Support

Program: Lessons Learned, by Linda L. Dannison and Andrea B. Smith, Apr. 87-95

Depression

cognitive-behavioral curriculum, July 147-158

Diversity

home-school partnerships with multiethnic families, Oct. 211-222 lesbian-parent families, Jan. 35-47

Early college high schools

social workers in, July 131-134

Ecological model

meeting mental health needs, Oct. 197-

Education

children in foster care, Apr. 105-119 early college high schools, Apr. 105-119

Educational outcomes

poverty, Jan. 5-17

students in out-of-home care, Apr. 69-86

Elementary schools

bullying, July 135-146

Emotional disorders

intervention practices, Apr. 97-104

Evidence-based practice

intervention for students with emotional and behavioral disorders, Jan. 5-17

school performance, Jan. 5-17

Facilitating Home-School Partnerships for Multiethnic Families: School Social Workers Collaborating for Success, by Anne C. Broussard, Oct. 211–222

Families. See also Parents

custodial grandparents, Apr. 87–95 lesbian-parent families, Jan. 35–47 multiethnic, Oct. 211–222 partnerships with schools, Oct. 241–251

Family Approaches to Attention Deficit Hyperactivity Disorder: A Review to Guide School Social Work Practice, by Cecilia Thomas and Jacqueline Corcoran, Jan. 19–34

Family Builders Approach: Enhancing the Well-Being of Children through Family-School Partnerships, by Bibhuti K. Sar and Daniel P. Wulff, Oct. 241–251

Family-school partnerships

community building, Oct. 241–251 multiethnic families, Oct. 211–222

Family treatment

attention deficit hyperactivity disorder, Jan. 19–34

Foster care

abused children, Apr. 105-119 social support, Apr. 69-86

Gay, Lesbian, and Bisexual Youths' Perceptions of Their High School Environments and Comfort in School, by Diane E. Elze, Oct. 225–239

Gay students

perceptions of school environment, Oct. 225-239

Grandparents

custodial, Apr. 87-95

Group homes

social support and educational outcomes, Apr. 69–86

High schools

early college, July 131–134 perceptions of gay, lesbian, and bisexual students, Oct. 225–239

student-to-student harassment, July 173–185 How Becoming Mediators Affects Aggressive Students, by Jonathan Fast, Frank Fanelli, and Louis Salen, July 161–171

Implementing a Cognitive–Behavioral Curriculum for Adolescents with Depression in the School Setting, by Jane Hanvey Phillips, Jacqueline Corcoran, and Connie Grossman, July 147–158

Intervention

collaborative, Oct. 195–196 emotional and behavioral disorders, Apr. 97–104 family builders approach, Oct. 241–251 school performance, Jan. 5-17 social skills, July 135-146

Intervention Practices for Emotional and Behavioral Disorders: Using Research to Inform School Social Work Practice, by Andy Frey and Nancy George-Nichols, Apr. 97–104

Legal framework

student-to-student harassment, July 173-

Lesbian students

perceptions of school environment, Oct. 225–239

Lesbians

as parents, Jan. 35-47

Mental health

collaboration with teachers to meet needs, Oct. 197–209

Middle school students

as mediators, July 161-171 out-of-home care, Apr. 67-86

Out-of-home placement

social support and educational outcomes, Apr. 67–86

Outcomes

attention deficit hyperactivity disorder, Jan. 19–34

Parents. See also Families

family-school partnerships, Oct. 241-251 lesbian, Jan. 35-47

Playgrounds

bullying, July 135-146

Political right

challenges of conservative advocates, Jan. 49-62

Poverty

adolescent depression, July 147–158 school performance, Jan. 5–17

Poverty Level and School Performance: Using Contextual and Self-Report Measures to Inform Intervention, by Mimi V. Chapman, Jan. 5–17

Preservice teacher education family diversity, Oct. 211–222

Professional education

support programs for custodial grandparents, Apr. 87–95

Protective factors

perceptions of gay, lesbian, and bisexual students, Oct. 225–239

Psychological well-being

support networks, Apr. 67-68

Public policy

challenges of conservative advocates, Jan. 49-62

Public schools. See also Schools

challenges of conservative advocates, Jan. 49–62

violence prevention program, Apr. 121-127

Recess

bullying, July 135-146

Risk

perceptions of gay, lesbian, and bisexual students, Oct. 225–239

School-based services

support programs for custodial grandparents, Apr. 87–95

School policy

student-to-student harassment, July 173-

School social work

attention deficit hyperactivity disorder, Jan. 19–34

challenges of conservative advocates, Jan. 49-62

in early college high schools, July 131–134 home-school partnerships, Oct. 211–222 intervention for students with emotional and behavioral disorders, Jan. 5–17

lesbian-parent families, Jan. 35-47 meeting mental health needs, Oct. 197-

poverty and school performance, Jan. 5-

School Social Work: Meeting the Mental Health Needs of Students through Collaboration with Teachers, by Cynthia J. Lynn, Mary McKernan McKay, and Marc S. Atkins, Oct. 197–209

Schools

challenges of conservative advocates, Jan. 49-62

changing times, Jan. 3-4

lesbian-parent families, Jan. 35-47

perceptions of gay, lesbian, and bisexual students, Oct. 225–239

social work in early college high, July 131–134

support programs for custodial grandparents, Apr. 87–95

violence prevention program, Apr. 121-127

Sexual harassment

student-to-student harassment, July 173–185

Social learning theory

students as mediators, July 161-171

Social skills

bullying, July 135-146

Social Skills Intervention during Elementary School Recess: A Visual Analysis, by Dawn Anderson-Butcher, W. Sean Newsome, and Stephanie Nay, July 135–146

Social support

custodial grandparents, Apr. 87–95 psychological well-being, Apr. 67–68 students in out-of-home care, Apr. 69–86 Social Support and Educational Outcomes for Students in Out-of-Home Care, by Lawrence B. Rosenfeld and Jack M. Richman, Apr. 69–86

Social Work in Early College High Schools? (E), by Blanca Alvarado and Wilma Peebles-Wilkins, July 131–134

Special education

children in foster care, Apr. 105-119

Student support

student-to-student harassment, July 173-185

Student-to-Student Harassment: The Impact of Davis v. Monroe, by Beth Grube and Vicki Lens, July 173–185

Suicide prevention

cognitive-behavioral curriculum, July 147-158

Support Networks and Well-Being (E), by Wilma Peebles-Wilkins, Apr. 67-68

Teacher education

preservice, Oct. 211-222

Understanding Conservative Challenges to School Social Work and Public Education, by Joseph R. Gianesin and Peter Bonaker, Jan. 49–62

Universities

collaboration in public school violence prevention program, Apr. 121–127

Violence prevention

public school collaboration, Apr. 121-127

Whole-School Violence Prevention Program: A University-Public School Collaboration (PH), by Elayne B. Haymes, Esther Howe, and Lynne Peck, Apr. 121–127

AUTHOR INDEX

Alvarado, Blanca and Wilma Peebles-Wilkins, Social Work in Early College High Schools? (E), July 131–134

Anderson-Butcher, Dawn, W. Sean Newsome, and Stephanie Nay Social Skills Intervention during Elementary School Recess: A Visual Analysis, July 135–146

Atkins, Marc S. See Lynn, Cynthia J. Bonaker, Peter. See Gianesin, Joseph R.

Broussard, C. Anne, Facilitating Home-School Partnerships for Multiethnic Families: School Social Workers Collaborating for Success, Oct. 211–222

Chapman, Mimi V., Poverty Level and School Performance: Using Contextual and Self-Report Measures to Inform Intervention, Jan. 5–17

Corcoran, Jacqueline. See Phillips, Jane Hanvey; Thomas, Cecilia

- Dannison, Linda L. and Andrea B. Smith, Custodial Grandparents Community Support Program: Lessons Learned, Apr. 87–95
- Elze, Diane E., Gay, Lesbian, and Bisexual Youths' Perceptions of Their High School Environments and Comfort in School, Oct. 225–239
- Fanelli, Frank. See Fast, Jonathan
- Fast, Jonathan, Frank Fanelli, and Louis Salen, How Becoming Mediators Affects Aggressive Students, July 161–171
- Frey, Andy and Nancy George-Nichols, Intervention Practices for Emotional and Behavioral Disorders: Using Research to Inform School Social Work Practice, Apr. 97–104
- George-Nichols, Nancy. See Frey, Andy Gianesin, Joseph R. and Peter Bonaker, Understanding Conservative Challenges to School Social Work and Public Education, Jan. 49–62
- Grossman, Connie. See Phillips, Jane Hanvey
- Grube, Beth and Vicki Lens, Student-to-Student Harassment: The Impact of Davis v. Monroe, July 173–185
- Harold, Rena D. See Mercier, Lucy R. Haymes, Elayne B., Esther Howe, and
- Lynne Peck, Whole-School Violence Prevention Program: A University-Public School Collaboration (PH), Apr. 121–127
- Howe, Esther. See Haymes, Elayne B. Kimm, Christina. See Zetlin, Andrea Lens, Vicki. See Grube, Beth
- Lynn, Cynthia J., Mary McKernan McKay, and Marc S. Atkins, School Social Work: Meeting the Mental Health Needs of Students through Collaboration with Teachers, Oct. 197–209
- McKernan McKay, Mary. See Lynn, Cynthia J.
- Mercier, Lucy R. and Rena D. Harold, At the Interface: Lesbian-Parent Families and Their Children's Schools, Jan. 35–49
- Nay, Stephanie. See Anderson-Butcher, Dawn
- Newsome, W. Sean. See Anderson-Butcher, Dawn
- Peck, Lynne. See Haymes, Elayne B.
- Peebles-Wilkins, Wilma. See also Alvarado, Blanca
- Changing Times (E), Jan. 3-4 Collaborative Interventions (E), Oct. 195-
- 196
 Support Networks and Well-Being (E), Apr. 67–68
- Phillips, Jane Hanvey, Jacqueline Corcoran, and Connie Grossman, Implementing a Cognitive–Behavioral Curriculum for Adolescents with Depression in the School Setting, July 147–158

- Richman, Jack M. See Rosenfeld, Lawrence
- Rosenfeld, Lawrence B. and Jack M. Richman, Social Support and Educational Outcomes for Students in Out-of-Home Care, Apr. 69–86
- Salen, Louis. See Fast, Jonathan
- Sar, Bibhuti K. and Daniel P. Wulff, Family Builders Approach: Enhancing the Well-Being of Children through Family-School Partnerships, Oct. 241–251
- Smith, Andrea B. See Dannison, Linda L. Thomas, Cecilia and Jacqueline Corcoran, Family Approaches to Attention Deficit Hyperactivity Disorder: A Review to Guide School Social Work Practice, Jan. 19–34
- Weinberg, Lois. See Zetlin, Andrea Wulff, Daniel P. See Sar, Bibhuti K.
- Zetlin, Andrea, Lois Weinberg, and Christina Kimm, Are the Educational Needs of Children in Foster Care Being Addressed?, Apr. 105–119

